UNIT 9

My Community

Vocabulary and real-world link

Lesson objectives understand, read, and say the names of jobs and services; identify helpers in the community

Key language construction worker, crossing guard, firefighter, mechanic, police officer, street cleaner, taxi driver, vet

Secondary language dentist, doctor, help, sick, take care of

Materials Class CD

Warmer Play “What’s My Job?”

Mime being a doctor. Pretend you are putting a stethoscope in your ears and listening for a heartbeat. Ask the children to guess what your occupation is. Depending on their level, allow them one question, e.g. Are you a doctor? or several questions, e.g. Do you work outside? Do you work in an office? Do you use your hands? to find out your job. Then mime another job, e.g. dentist, firefighter, taxi driver, or mechanic.

Teacher Time

Miming activities are a quick and easy way to involve all the children and need minimal setting up and organization. They also provide practice of key vocabulary.

2 2.25 Presentation of new vocabulary

Indicate the street scene and ask the children what they can see (a lot of people, cars, etc.). Point to and say the title of the unit. Explain that community means all the people that live in an area.

Play the CD and have the children point to the correct person on the page. Monitor and help if necessary. Play the CD again to check.

Audiocscript

Tom: Come on, Timmy! We need to go to the vet.
Timmy: The vet? What does a vet do?
Tom: A vet helps sick animals. OK. Let’s go!

Timmy: Look at that car. Who’s that man?
Tom: He’s a taxi driver. He drives people around the city.
Timmy: And that woman. What does she do?
Tom: She’s a mechanic. She fixes cars.
Timmy: And that man in black and orange?
Tom: That’s the street cleaner. He cleans the streets.
Timmy: Look up there. What does he do?
Tom: He’s a construction worker.
Timmy: Look! A firefighter.
Tom: Wait, Timmy. The police officer is stopping the traffic. The fire truck needs to go quickly.
Timmy: I want to be a firefighter.
Tom: Hurry up, Timmy! The crossing guard says we can cross the street. Let’s go!

Audioscript

collection worker // mechanic // police officer // street cleaner // firefighter // taxi driver // crossing guard // vet

2.26 Pronunciation and spoken production of vocabulary

Play the CD and have the children repeat each word. Play the CD again and invite two or three children to repeat the words.

Draw something on the board connected with one of the jobs on the page, e.g. police officer: a pair of handcuffs. Ask Who am I? Elicit the name, and have the children repeat. Repeat with other jobs. Have the children work with a friend, taking turns drawing items connected with each job and saying the name.

Audioscript

collection worker // mechanic // police officer // street cleaner // firefighter // taxi driver // crossing guard // vet
Lesson 1

Teacher Time
Having the children pool ideas helps those who take longer to come up with ideas than others. It also saves time.

2.26 Quick Stretch
Have the children remember the order the jobs were mentioned on the CD: What’s number one, number two (etc.) on the CD? Accept the majority vote and write the order the children tell you on the board. Have the children listen to the CD again. Pause before each job on the CD and have the children tell you the next job on their list, then play the next part of the CD to see if they were correct.

2.27 Real-world link: identify people who help in the community
Have the children look at the photos in their book. Elicit ideas about how these two people help the community, e.g. A doctor helps you get better when you’re sick. Write their ideas on the board. Then play the CD and check the answers by asking the children to confirm: Yes or no? Play the CD again and have the children write the answers in their notebook.

Audioscript
Many people do important things in our community. Doctors are important because they help sick people. Dentists are important because they take care of your teeth.

Answers
1 b 2 a

Optional Mini-extension: Who helps you in your community?
Ask Who else is helpful in a community? Write their ideas, e.g. nurse, mailman, teacher on the board. Then take a class vote to see who the children think is the most helpful person in their community.

UNIT 9
My Community

Write.

- construction worker
- crossing guard
- firefighter
- vet
- police officer
- street cleaner
- taxi driver
- mechanic

Match.
1. construction worker
2. crossing guard
3. firefighter
4. vet
5. police officer
6. street cleaner
7. taxi driver
8. mechanic

1. Bus drivers are important because they grow food.
2. Truck drivers are important because they take people around town.
3. Farmers are important because they take food to the supermarket.

Answers
1 b 2 c 3 a

Cooler Play “Disappearing Text”
Write the people in the community from Lesson 1 on the board. Erase one word and elicit it by pointing to the space. Keep repeating and erasing until the children call out the whole list from an empty board. See Games Bank p. 204.
Lesson 2

Grammar and speaking

Lesson objective  ask and answer about professions
Key language  I'm/You're a …; I cook, I teach, I clean, I make animals well, I drive a taxi; I guess; Yes, I am. chef, cleaner, taxi driver, teacher, vet
Secondary language  What do you do? homework, Superdad
Materials  Class CD

Warmer  Review vocabulary

Write taxi, crossing, cleaner, officer, worker, fire, mechanic on the right-hand side of the board. On the left-hand side write construction, fighter, guard, driver, police, street, vet. Explain to the children they have to match the two halves of the words to make a job, but one word in each list does not match. First find the words with no matches. Say, e.g. I fix cars. Elicit mechanic. Say Does mechanic have another word with it? (No). Then continue to make simple statements about each job, and have the children match the remaining words to make job titles.

Answers  Words with no matches: mechanic; vet crossing guard; street cleaner; police officer; construction worker; firefighter

Optional  Moving Grammar

Use the Moving Grammar presentation on the Teacher's Resource CD.

1 2.28 Presentation and spoken production of new language

Indicate the story and ask What can you see? (people/a family in the kitchen). Point to What do you do? Ask the children what they do and elicit that they are students.

Play the CD. Hold up your book and point to the correct place on the page as the children listen to the CD. Then play the CD again and have the children point to the correct places on the page. Monitor and help if necessary.

Play the CD again. Divide the class into groups of three and give the children roles: Number 1s—Mr. Campbell, Number 2s—Libby, Number 3s—Todd. Allow one minute for the children to look at their part and then have them act them out the story. Monitor pronunciation and correct after the children have finished. Invite two or three groups to act out in front of the class. Applaud the actors.

Teacher Time  Providing positive feedback to the children is important as it motivates more production.

Quick Stretch  Have a short class discussion about what the children do with their dads or another adult male family member. Ask, e.g. Does he help with your homework? Does he ever cook for you? Does he play ball with you? Ask Does he help much around the house or does your mom do everything? Remember to be sensitive about this subject if there are children in the class who do not have a dad at home.

Take Note! Hold up your book and point to the Take Note! feature. Read aloud I'm a chef and point to yourself. Ask What do I do? (You cook.) Repeat with different jobs.

Write I'm a chef on the board. Underline the indefinite article a and explain that we always put it before a job.

2  Freer spoken production of new language

Invite a child to read the question: What do you do? As you answer, mime the action of driving a car. Then have the children work with a friend to ask about all the jobs in Activity 1 and in the previous lesson, and answer with words and mime. After a few minutes, have the children swap roles. Monitor and help as necessary.
**Catchphrase** Have the children complete the blanks in the Catchphrase box by looking for the missing words in the Student Book.

**Answers**
I guess. Yes, I am.

**My Grammar (p. 108)**
- Explain that when we ask people about their jobs, we can use *What do you do?*
- Read the example question and answers and have children repeat.
- Draw attention to the Be Careful! box and make sure the children realize we can use *I am* to say what job we do, and *I* and a verb to give more information. Copy the box onto the board and ask and answer questions with the children to check their understanding.
- Have the children do the activity. Check answers.
- Have the children choose a job. Ask the children *What do you do?*

**Answers**
1 What do you do? I’m a firefighter. I put out fires.
2 What do you do? I’m a police officer. I direct the traffic.
3 What do you do? I’m a doctor. I make people well.

**Cooler** Play “What’s the Job?”

Write all the jobs from Lessons 1 and 2 on the board. Divide the class into two teams and have one team stand on each side of the classroom. Say which team will start and explain that you will point to one of the jobs on the board and then to a child in the first team, a child in the other team, or yourself. The children in the team whose turn it is have to answer with the correct job and *I’m a …, He’s a …, She’s a …, or You’re a …* as appropriate. If the team answers correctly, they get a point. The team with the most points wins.
Lesson 3

Listening and vocabulary

Lesson objectives: learn to read and say the days of the week; recognize the need to help other people in the community.

Key language: the days of the week; chef, cleaner, lifeguard, pool, school, sick, taxi driver, teacher, vet.

Secondary language: What is ...? Supermom, give her a call, take a rest.

Materials: Class CD.

Warmer: Play “Join the Half Words”

Write Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday on the board at child height and in random order. Have children raise their hand to come to the board and draw lines to match the two halves of the words. Ask the other children to agree: Yes or no?

1 Pre-listening: predict the content of a song

Indicate the picture and ask What is the woman doing? Encourage the children to tell you the woman is doing lots of different jobs. Ask Do you think the song will be about different jobs or the woman? Have the children give you their ideas.

Answer: different jobs.

2 2.29 While-listening: listen for specific information

Give the children ten seconds to count how many different jobs Supermom has. Have the children write the number in their book.

Play the CD. Hold up your book and point to each job as the children listen. Play the CD again and ask the children to point to the jobs. Were they correct in how many jobs Supermom has?

Answer: six jobs.

3 2.29 While-listening: listen for pleasure

Play the CD and have the children sing along. Have the children close their book and ask What does Supermom do on Tuesdays? (She’s a vet.) Repeat with the other days of the week. Ask What does Supermom do on Saturdays? (She rests.) Play the CD once more for children to sing.

4 Post-listening: spoken consolidation of vocabulary

Have the children work with a friend to take turns asking and answering the question. They should do the same with the other days of the week by referring back to the song. Monitor and, after a few minutes, have the children swap roles. Invite three or four pairs to ask and answer in front of the class.

Teacher Time

Every time the children read or listen, they need a task. Simple tasks such as counting help the children’s confidence in getting more detail next time they listen.

Optional: My Supermom

Have the children think about all the things their mom, or an adult female member of the family, does. Either have them make a list and tell a friend what their mom does, or—if you think they could manage it and would enjoy it—make a song like the one above about their mom.
Lesson 3

Generosity—Spend time helping other people

Say I spend time helping my neighbors. Some of them are old and I do their shopping for them. What do you do to help other people? Invite them to tell you who they help and how. Encourage the children to tell you what they do. Ask Do you think you should spend time helping other people? Have the children tell you if they think they could do more and why.

Optional Use the Values Worksheet on the Teacher’s Resource CD.

1 Have the children complete the days of the week. Monitor and help if necessary. Elicit answers by having the children raise their hand and write the day of the week on the board. Check that all the children have spelled the words in their book correctly.

Answers
Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday

2 Have the children look at the calendar in Activity 1 and write the jobs that the man does on each day in Activity 2. Have a child read out the first sentence. Have the children complete the rest of the sentences. Monitor and help if necessary. Elicit answers. Check all the children have written the answers correctly in their book.

Answers
1 he’s a lifeguard  2 he’s a police officer  3 he’s a taxi driver
4 he’s a cleaner  5 he’s a teacher  6 he’s a chef
7 he’s a mechanic

3 Ask a child What does he do on Sunday? Have the child read out the answer from their book. Have the children work with a friend to ask and answer for the seven days of the week. Monitor and help with any pronunciation. When they have finished, have the children swap roles. Invite three or four children to ask and answer in front of the class. Applaud those that do. Admire their oral abilities.

Optional Projectable Poster

Use the Unit 9 poster on the Teacher’s Resource CD to consolidate new language and develop the real-world theme.

Cooler Play “What Does Your Supermom Do?”

If there is space, have the children stand in a line. If not, have the children stay in their seats but work around the class so that the children know when it is their turn. Demonstrate by saying to the first child On Sunday, my Supermom is a chef. What is your Supermom on Monday? Have the child answer On Monday, my Supermom is a … and say to the next child On Tuesday, what is your Supermom? This should continue around the class with each child saying what their Supermom does on the next day of the week. Keep the pace fairly brisk and let the children use their book for job ideas if they need to. Ensure that all the children participate. If time allows, go around the class a second time.

Say I spend time helping my neighbors. Some of them are old and I do their shopping for them. What do you do to help other people? Invite them to tell you who they help and how. Encourage the children to tell you what they do. Ask Do you think you should spend time helping other people? Have the children tell you if they think they could do more and why.

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Grammar and speaking

Lesson objectives read for specific information; learn what to do in case of a fire

Key language What does John do? how to stop them, put out fires, work…through…; every morning, equipment, fire truck, firefighter, information, learn about, visit

Secondary language children, lunchtime, happy, hungry, pasta, rice, schools, tired

Warmer Play “Guess the Job”

Write the first letters of firefighter, teacher, doctor, mechanic, crossing guard, street cleaner, police officer, taxi driver, lifeguard, vet on the board with space to complete the word. Tell the children they are all jobs, e.g. V is for vet. Ask the children for suggestions for each letter by having them raise their hand. Complete the word on the board.

Optional Moving Grammar

Use the Moving Grammar presentation on the Teacher’s Resource CD.

1 Lead-in

Have the children look at their book and ask What do firefighters do? (put out fires/rescue people). Elicit as many ideas as possible. Ask Why are they important? (They help save people.) Again, try to elicit several ideas.

2 Presentation of new language

Have the children read the text through silently. Monitor and help with any unknown vocabulary. Ask three children to read out one paragraph each. Ask Does John like his job? and have the children answer Yes or No. Ask Does it seem like an interesting job? Have the children give you their opinions. Encourage as many children as possible to talk.

Answer

Yes, he does.

3 Reading for specific information

Have the children read the text again to answer the questions. Have the children underline the part of the text where they found the answer and write their answers in their notebook. Elicit answers by having the children raise their hand. As the children give you the answer, have them hold their book up, and point to the relevant part of the text. Ask the other children to agree: Yes or no?

Quick Stretch

Ask the children if they would like to be a firefighter. Have them tell the class why or why not. Then ask if there are other jobs they would like to do, and why.

Take Note! Write What does John do? on the board. Underline the word do and explain that it means what job does John do. Write What’s John’s job? on the board and explain the two sentences mean the same thing.

Have the children look at the Take Note! feature in their book. Ask a child What does your dad do? Ask five or six children the question and elicit their dad’s job from them, in L1 if necessary. Be sensitive who you ask, in case any of the children don’t have a dad or their dad is unemployed. Encourage the children to include more details, e.g. He’s a chef. He cooks food.

Answers

1 Sunday and Monday 2 He learns about new equipment and checks the fire truck 3 He visits schools to give children information about fires 4 Children’s own answer.

Spoken production of new language

Have the children close their notebook. Ask What does John do every morning? Hold your book up and point to the answer. Have the children work with a friend. One child should ask the first three questions in Activity 3 and the other child should answer without referring to their notebook. Have the children swap roles. Monitor and help if necessary.
Optional  Mini-extension: Do you know what to do if there’s a fire?

Have the children tell you what they would do if the building caught fire. Write their ideas on the board. Elicit by asking questions, such as What should you do first? Sound the alarm? Ring the fire department? Elicit a list from the children (in L1 if necessary) and write it on the board in the order of what they should do. If the children know what they should do and you have already written it on the board, get class agreement for the order in which the actions should be taken by asking Yes or no? for each one.

Suggested answers
Sound the fire alarm. Leave the building. Do not use the elevators. Ring the fire department. Move to a safe area.

Answers
1 taxi  2 works  3 morning  4 town  5 lunchtime  6 pizza  7 After

My Grammar (p. 108)

• Explain that we can ask about jobs other people do by using What does (he/she) do?
• Read the example questions and answers and have children repeat.
• Draw attention to the Be Careful! box and make sure the children understand how we form do questions when we are talking about other people using does and do. Copy the box onto the board and ask and answer questions with the children to check their understanding.
• Have the children do the activity. Check answers.
• Invite children to come to the front and mime doing a job. Ask What does (he/she) do? The class guesses.

Answers
1 He’s a farmer. He grows food.
2 She’s a taxi driver. She drives a taxi.

Cooler  Play “Listen to the Classroom!”

Have the class rest their heads on their arms, close their eyes, and listen to the sounds inside and outside the classroom. After a few minutes, ask the children to open their eyes and write down everything they heard. They could divide their page into two halves, e.g:

Inside
Juan (breathing)
someone laughing
someone dropped a pen

Outside
bird singing
cars going down the street
people talking

Have the children work in groups of four and compare their notes. Have them add the things the others heard if they heard them, too, but did not write them down. Ask different groups what they heard.
Lesson 5

Spelling

Lesson objective identify jobs that end in “—er” and “—or”
Key language actor, doctor, firefighter, police officer, taxi driver, waiter
Secondary language direct the traffic, drive all over town, make people feel well, on television, put out fires, serve dinner, dinner, scooter, summer
Materials sentence cards (optional); Class CD

Warmer  Play “Find Your Group”

Prepare the sentence cards from Materials with questions written on each card from Lesson 4, e.g. What days does John work? What does John do every morning? What does John eat for lunch? What does John do after lunch? What is John always ready to do? Make sure there are enough for one for each child. Have the children go around the class whispering the sentence they have to other children and forming a chain with all the children that have the same sentence as them. When all the children are in chains, ask them for the answer to their question.

Teacher Time

It’s always beneficial to review previously taught material, such as in the Warmer, which reviews language from Lesson 4. A review provides a link between lessons and gives the children the satisfaction of knowing how much they can remember.

1 2.30 Presentation of the spelling patterns

Ask Who likes computer games? Say Look at this computer game. Play the CD and have the children listen and read the text silently and choose who they would like to be. Ask the children who they have chosen and why.

Answers Children’s own answers.

Quick Stretch

Ask the children what kind of computer games they play and how much time they spend playing on a computer each day. Invite the children to tell you what else they use a computer for, such as using the Internet for school work, sending e-mails, or using social sites.

2 Identify the spelling–sound patterns

Have the children look at Activity 1 again and circle all the jobs that end in “—er” and underline the jobs that end in “—or”. Monitor and help if necessary.

Answers Words ending in “—er”: firefighter, waiter, police officer, taxi driver Words ending in “—or”: actor, doctor

3 2.31 Spoken consolidation of the spelling–sound patterns

Play the CD and have the children say the tongue twister. Play the CD again and have the children say the tongue twister again. Invite two or three children to say the tongue twister individually and then ask them to try to say it faster and faster.

Optional Mini-extension: Find more words ending in “—er”

Have the children look again at the whole page and underline any other words they can find that end in “—er”. Monitor and help if necessary. Then have them look at pp. 84–5 and find two more jobs that end in “—er”.

Answers computer, dinner, scooter, summer pp. 84–85: construction worker, street cleaner
Lesson 5

1 Have the children look at the pictures, unscramble the words, and write them on the line. Monitor and help if necessary. Elicit answers by having the children raise their hand and write their answer on the board.

**Answers**
1 farmer 2 actor 3 firefighter 4 taxi driver 5 doctor

2 Have the children write the answers from Activity 1 in the correct place on the lines. Ask the children if they can add more jobs to the list. Monitor and help if needed. Elicit answers by having the children raise their hand.

**Answers**
"—er": farmer, taxi driver, firefighter; possible extra ideas: waiter, cleaner, teacher, construction worker
"—or": doctor, actor

3 & 4 Spelling Quest

Have the children complete the phrase and check the correct picture.

**Answers**
1 e 2 t 3 d 4 r 5 i 6 a

Picture 2 is correct.

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**Cooler** Stretch and relax

Have the children sit on the floor, with their legs and knees close to their chests and put their arms around their legs. Have them put their heads between their knees and tighten the muscles of their legs, arms, back, neck, hands, and fingers—even the muscles in their faces. Have them hold all their muscles tight for one minute and then slowly relax and loosen their muscles. Say I’m tiny. Have the children repeat. As you and the children start to stand, say I’m small and have them repeat. Then have them stand and say I’m big and slowly open out their arms, hands and fingers and their legs, and open their eyes and mouth as wide as possible. As the children are stretching, have them say I’m very big.

**Teacher Time**

The Cooler is a useful calming and relaxation technique after a busy lesson. The children unwind and leave the class feeling stress-free and happy.
Reading global comprehension

Have the children read the letter silently. Ask Who is Lara writing about? (Her mom and dad.) Then ask a few more comprehension questions, e.g. What's her mother's name? What does she do? What does she teach?, etc. Then ask Does Lara mention all the days of the week? (No.)

Answer
Her mom and dad.

Pen Pal Use capital letters for the days of the week

Write On Sunday my dad is a chef and on Monday he's a firefighter. on the board. Stand back and look at the sentence, obviously not satisfied with something. Ask the children what is missing. Have them look at the Pen Pal feature if they cannot tell you. (The days of the week need capital letters.) Say I say the sentence, you say the capital letter. Read the sentence again and insert the capital letters where the children tell you. Ask if the sentence is correct. If not, ask for corrections and get class agreement by asking the children Yes or no? each time.

Talk about your mom and dad.

My dad's a chef. He works on Mondays, Tuesdays, and Wednesdays. What does your dad do? Ask three or four of the children to tell you what their dad or another adult male family member does.

Say My mom is a nurse. She works Monday through Friday. What does your mom do? Ask three or four other children to tell the class about their mom or another female family member. If there is time, ask more children about their mom and dads' jobs and when they work.
1 **Pen Pal** Have the children look at the profile and remind them of the one they completed about Lara’s mom and dad. Ask the children to choose two people in their family and complete the profile about them. Monitor and help with vocabulary or spelling if necessary. Elicit answers by asking the children to read aloud their profile.

**Answer**
*Children’s own answers.*

2 Have the children read through the letter silently and then complete it about their dad and mom. Monitor and help if necessary. Elicit answers having the children read their letter to the class one by one.

**Answer**
*Children’s own answers.*

3 **Spelling Quest** Have the children complete the phrase by referring to the Spelling Quest in Lesson 5. Check their answer and have them do the action.

**Answer**
*Children’s own answers.*

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**Picture Dictionary** Have the children look at the Picture Dictionary and draw an actor. Then use one of the Pictionary Dictionary activities (see pp. 200–201).

**Optional** **Projectable Poster**

Use the Unit 9 poster on the Teacher’s Resource CD to review the language from the unit.

**Cooler** **Draw your mom or dad at work**

Distribute the colored crayons and paper and invite the children to draw a picture of their mother or father at work, or another adult member of the family. Monitor the activity and help with the colors. Encourage the children to share their pictures with a friend and admire each other’s work by saying *Good job! Nice work!*